

STUDENT BOOK ANSWER KEYS

Unit 1 Happiness

Vocabulary Preview, Part A, pages 2-3

1. a 2. c 3. a 4. b 5. a
6. a 7. c 8. c 9. b 10. b

Vocabulary Preview, Part B, page 4

1. a 2. b 3. a 4. a 5. b

Taking Better Notes, page 5

Possible Answers:

1. The lecture is about happiness.
2. The main ideas are on the left side of the page. The main ideas are "physical" and "psychological."
3. The details are indented below the main ideas. The details are "smiling"/"slow heartbeat" and "not worried"/"thinking clearly."

Listening for Main Ideas, Part B, page 6

Check these factors: Being satisfied with yourself, Being optimistic, Having good relationships

Listening for Details, Part B, page 7

1. T 2. F 3. T 4. F
5. F 6. F 7. T 8. F

Using Your Notes, Part B, pages 7-8

(Note: Even-numbered answers may vary.)

- | | |
|-------------------------------|---------------------------------|
| 1. Optimistic | 6. Lose weight |
| 2. Don't worry about problems | 7. Assume things will get worse |
| 3. Many close relationships | 8. Worry about their problems |
| 4. Family and friends | 9. Few friends |
| 5. Always want to change | 10. Work too much |

Unit 2 New Kinds of Food

Vocabulary Preview, Part A, pages 11-12

1. b 2. c 3. c 4. b 5. c
6. b 7. a 8. c 9. a 10. b

Vocabulary Preview, Part B, page 12

1. a 2. b 3. a 4. b 5. b
6. b 7. a 8. b 9. b 10. a

Vocabulary Preview, Part C, page 13

- | | |
|----------------|---------------|
| 1. altered | 6. pesticides |
| 2. dominate | 7. normal |
| 3. environment | 8. harvest |
| 4. fresh | 9. risks |
| 5. benefits | 10. consume |

Taking Better Notes, pages 13-14

Possible Answers:

1. This lecture is about growing organic food.
2. The notes are divided into benefits and risks.
3. Two benefits and two risks are listed.

Listening for Main Ideas, Part B, page 15

Benefits: a, b, d

Risks: b, c, e

Listening for Details, Part B, page 15

- | | |
|---------------|---------------|
| 1. corn | 4. tomato |
| 2. strawberry | 5. corn |
| 3. tomato | 6. strawberry |

Using Your Notes, Part B, page 16

(Note: Odd-numbered answers may vary.)

1. Corn kills insects that eat the plant.
2. Grow better
3. Tomato stays fresh for two months.
4. Dominate other plants
5. Corn can hurt butterflies that live nearby.
6. Harmful to people

Unit 3 Public Art

Vocabulary Preview, Part A, pages 19-20

1. a 2. a 3. c 4. a 5. b
6. c 7. b 8. a 9. a 10. a

Vocabulary Preview, Part B, page 20

1. b 2. a 3. b 4. b 5. a

Vocabulary Preview, Part C, page 21

- | | |
|-----------------|----------------|
| 1. concept | 6. peace |
| 2. realistic | 7. huge |
| 3. features | 8. promote |
| 4. illustrate | 9. interpret |
| 5. surrealistic | 10. symbolizes |

Taking Better Notes, pages 21–22

Possible Answers:

1. The name of the sculpture is *Knot*.
2. Cosimo Cavallaro made it.
3. *Knot* was made in 1996. It is 10 feet by 16 feet by 8 feet and weighs 2,400 pounds. It is made of rusted steel.
4. The sculpture symbolizes human feelings and confusion.

Listening for Main Ideas, Part B, page 24

1. *Spoonbridge and Cherry* 2. *Peace* 3. *Non-Violence*

Listening for Details, Part B, page 24

1. F 2. T 3. F 4. T 5. T 6. F

Using Your Notes, Part B, page 25

Possible Answers:

1. Public art is usually outdoors in public places. It is becoming more popular.
2. One purpose of public art is to make cities more beautiful and interesting and let people enjoy art.
3. One example is *Spoonbridge and Cherry*. It is a huge metal sculpture. It is silver and red. It's an example of pop art, which is art about everyday things.
4. Another purpose of public art is to illustrate concepts or to promote beliefs.
5. One example is *Peace*. It is a statue of a woman on a horse, and it is a realistic statue. It is a symbol of peace.
6. Another example is *Non-Violence*. It is a metal sculpture. It looks like a gun tied in a knot. This is impossible, so this sculpture is an example of surrealism. Its purpose is to promote peace.

Unit 4 Journey to Antarctica

Vocabulary Preview, Part B, page 28

- | | | | | |
|------|------|------|------|-------|
| 1. g | 2. c | 3. d | 4. j | 5. h |
| 6. e | 7. i | 8. b | 9. f | 10. a |

Taking Better Notes, pages 29–30

- | | |
|--------------|---------------|
| 1. 1907–1909 | 4. 10/29/1908 |
| 2. 8/7/1907 | 5. > 2 mos. |
| 3. 1/1908 | 6. 1/9/1909 |

Listening for Main Ideas, Part B, page 31

Number the events as follows: 1, 4, 3, 2, 6, 7, 5

Listening for Details, Part B, page 32

- | | | | |
|------|------|------|------|
| 1. T | 2. F | 3. F | 4. F |
| 5. T | 6. T | 7. F | 8. F |

Using Your Notes, Part B, pages 32–33

- | | |
|------------|------------|
| 2. Jan. 18 | 5. May 20 |
| 3. Oct. 27 | 6. Aug. 30 |
| 4. April 9 | |

Unit 5 Violence on Television

Vocabulary Preview, Part A, pages 36–37

- | | | | | |
|------|------|------|------|-------|
| 1. a | 2. a | 3. b | 4. b | 5. c |
| 6. b | 7. c | 8. a | 9. c | 10. a |

Vocabulary Preview, Part B, page 37

1. a 2. a 3. b 4. b 5. a

Vocabulary Preview, Part C, page 38

- | | |
|--------------|---------------|
| 1. act | 6. estimate |
| 2. long-term | 7. characters |
| 3. average | 8. immediate |
| 4. focused | 9. assess |
| 5. impact | 10. link |

Taking Better Notes, pages 38–39

Answers will vary.

Listening for Main Ideas, Part B, page 39

Number the items in this order: 4, 2, 3, 1

Listening for Details, Part B, page 40

- | | | | |
|------|------|------|------|
| 1. c | 2. a | 3. b | 4. a |
| 5. c | 6. b | 7. c | 8. b |

Using Your Notes, Part B, page 41

Sample Corrected Sentences:

- Almost ^{98%}~~50%~~ of American families have a television.
—Cartoons have ^{more}~~fewer~~ acts of violence than adult TV shows.
—A child sees about ^{100,000}~~32~~ acts of violence by age 12.
—When children watch a lot of TV, they ^{are more violent}~~have trouble in school~~ when they are older.

Unit 6 Too Old to Learn?

Vocabulary Preview, Part B, page 44

1. f 2. c 3. g 4. h 5. a
6. j 7. e 8. b 9. i 10. d

Vocabulary Preview, Part C, page 45

- | | |
|----------------|--------------|
| 1. remove | 6. theory |
| 2. adolescents | 7. native |
| 3. skill | 8. period |
| 4. evidence | 9. accent |
| 5. conclude | 10. critical |

Taking Better Notes, pages 45–46

Sample Rewritten Notes:

1. L1 2. L2 3. Diff. between L1 + L2

Listening for Main Ideas, Part B, page 47

1. b 2. b 3. c

Listening for Details, Part B, page 48

1. a 2. b 3. a 4. c 5. b

Using Your Notes, Part B, page 49

- | | |
|-----------------------|----------------------------|
| 1. animals or humans | 5. have light |
| 2. to sing | 6. to speak without accent |
| 3. hear parent's song | 7. be young |
| 4. to see | |

Unit 7 Are We Alone?

Vocabulary Preview, Part A, page 52

Paragraph 1

1. c 2. b 3. d 4. a

Paragraph 2

1. c 2. a 3. b

Paragraph 3

1. b 2. c 3. a

Vocabulary Preview, Part B, page 53

- | | |
|------------------|---------------|
| 1. beings | 6. range |
| 2. galaxy | 7. signal |
| 3. light years | 8. locate |
| 4. investigate | 9. restricted |
| 5. approximately | 10. telescope |

Taking Better Notes, pages 54–55

1. What does SETI stand for?
2. How did the SETI project begin?

Listening for Main Ideas, Part B, page 55

Number the questions in this order: 2, 1, 4, 3

Listening for Details, Part B, page 56

1. a 2. a 3. b 4. b 5. a 6. c

Using Your Notes, Part B, page 57

Possible Answers:

- ... there are 400 billion stars in our galaxy and 100 billion galaxies in the universe. Other planets can probably support life similar to life on earth.
- ... using radio telescopes to listen for radio signals from space.
- ... we may locate other intelligent beings.
- ... radio signals travel quickly through space and have a long range.
- ... travel at the speed of light. A radio signal takes four years to reach us from the nearest galaxy, Alpha Centauri. Alpha Centauri is 4.2 light years away.
- ... travel 10 miles per second. It would take 60,000 years for a rocket to travel to us from the nearest galaxy.
- ... have a long range. They can travel long distances and are not restricted to one area.
- ... are restricted to traveling in one direction.

Unit 8 Do the Right Thing

Vocabulary Preview, Part A, pages 60–61

1. a 2. b 3. b 4. c 5. c
6. a 7. b 8. a 9. c 10. c

Vocabulary Preview, Part B, page 62

1. a. ability b. right
2. a. funeral b. principle
3. a. analyze b. justify
4. a. source b. respect
5. a. individual b. common

Vocabulary Preview, Part C, page 62

1. individual
2. right
3. respect
4. source
5. ability
6. funeral
7. principles
8. common
9. analyze
10. justify

Taking Better Notes, page 63

Possible Answers:

1. The terms "ethics" and "ethical decision" are defined. The terms are underlined to show that they are important.
2. The definition for "ethics" is "principles for deciding right and wrong." The definition for "ethical decision" is "good or correct decision." The notes show that they are definitions by showing the key word or phrase on the left and the definition on the right.

Listening for Main Ideas, Part B, page 64

1. c 2. b 3. b

Listening for Details, Part B, page 65

Individual Rights: 1, 3, 6

Common Good: 2, 4, 5

Using Your Notes, Part B, pages 66–67

Possible Answers:

Note Card 1

1. right
2. think freely and make his or her own decisions
3. wrong

Note Card 2

1. the most people
2. the fewest people

Note Card 3

1. not lie to the woman
2. lying is always wrong
3. lie to the woman and give the money to the school
4. the money will help more people

Unit 9 A Good Night's Sleep

Vocabulary Preview, Part A, pages 70–71

1. a 2. b 3. a 4. c 5. b
6. c 7. a 8. c 9. a 10. b

Vocabulary Preview, Part B, pages 71–72

Paragraph 1

1. survey 2. habits 3. consequence 4. related

Paragraph 2

1. require 2. minimum 3. function

Paragraph 3

1. creates 2. recognize 3. deprive

Vocabulary Preview, Part C, page 72

1. recognize
2. consequence
3. habit
4. minimum
5. related
6. function
7. require
8. creates
9. survey
10. deprivation

Taking Better Notes, pages 72–73

Possible Answers:

1. Forty-four percent of teenagers watch TV before bed and 35 percent drink soda with caffeine. The consequence is that they go to bed late and don't sleep well.
2. Most teens get fewer than eight hours of sleep a night.
3. Ten percent of teens are late for school, 60 percent are tired at school, and 15 percent fall asleep in class.

Listening for Main Ideas, Part B, page 74

1. a, c 2. b, c

Listening for Details, Part B, page 75

1. F (^{Many} ~~Most~~ people ^{don't} recognize that sleep deprivation is a serious health problem.)
2. T
3. F (^{Thirty} ~~Sixty~~ percent of Americans work more than fifty hours a week.)
4. T
5. T
6. T
7. F (There are ^{100,000} ~~50,000~~ sleep-related car accidents in the U.S. each year.)
8. T

Using Your Notes, Part B, pages 75–76

Possible Answers:

1. work over fifty hours a week
2. less time for other things, including sleep
3. twenty-four hours a day
4. stay up late watching TV, using Internet
5. Americans usually sleepy
6. Americans make mistakes because sleepy
7. sleep-related accidents a year
8. injuries
9. deaths
10. sleepy while driving
11. fall asleep driving

Unit 10 Negotiating for Success

Vocabulary Preview, Part A, page 79

1. e
2. d
3. c
4. b
5. a
6. i
7. h
8. f
9. g
10. j

Vocabulary Preview, Part B, page 80

1. a
2. a
3. b
4. a
5. b
6. a
7. a
8. a
9. b
10. b

Taking Better Notes, pages 81–82

1. joining two companies
2. handing in homework late
3. where to go on vacation
4. choosing a TV game show

Listening for Main Ideas, Part B, page 83

1. b
2. a
3. c

Listening for Details, Part B, pages 83–84

1. a
2. b
3. b
4. b
5. b
6. a

Using Your Notes, Part B, page 84

Possible answers:

1. You aren't doing your work.
2. communicate
3. I
4. I'm worried because the work isn't done.
5. of you
6. the project will be late

Unit 11 Risking It

Vocabulary Preview, Part A, page 88

Paragraph 1

1. e
2. c
3. d
4. b
5. a

Paragraph 2

1. e
2. c
3. b
4. d
5. a

Vocabulary Preview, Part B, page 89

- | | |
|------------------|----------------|
| 1. perceives | 6. significant |
| 2. injuries | 7. natural |
| 3. circumstances | 8. actual |
| 4. everyday | 9. occur |
| 5. versus | 10. control |

Vocabulary Preview, Part C, page 89

- | | |
|------------------|-------------|
| 1. circumstances | 6. perceive |
| 2. significant | 7. actual |
| 3. control | 8. everyday |
| 4. natural | 9. injure |
| 5. versus | 10. occur |

Taking Better Notes, page 90

1. higher
2. lower
3. more
4. riskier than

Listening for Main Ideas, Part B, page 91

Number the topics as follows: 2, 4, 1, 3

Listening for Details, Part B, pages 91–92

1. a
2. b
3. a
4. a
5. a
6. b

Using Your Notes, Part B, page 92

Possible Answers:

- | | |
|----------------|---|
| 1. Actual risk | 5. Out in sun |
| 2. no control | 6. Unusual events vs. everyday activities |
| 3. Driving | 7. At home |
| 4. Natural | |

Unit 12 The Electronic Brain

Vocabulary Preview, Part A, page 95

Paragraph 1

1. b
2. c
3. e
4. d
5. a

Paragraph 2

1. d
2. a
3. c
4. b
5. e

Vocabulary Preview, Part B, page 96

- | | |
|----------------|---------------|
| 1. calculation | 6. technology |
| 2. program | 7. design |
| 3. by hand | 8. engineer |
| 4. an error | 9. elements |
| 5. previous | 10. complex |

Vocabulary Preview, Part C, page 96

- | | |
|---------------|-----------------|
| 1. previous | 6. error |
| 2. engineer | 7. program |
| 3. by hand | 8. design |
| 4. complex | 9. calculations |
| 5. technology | 10. elements |

Taking Better Notes, page 97

Answers will vary.

Listening for Main Ideas, Part B, page 98

1. a 2. a 3. a 4. b

Listening for Details, Part B, page 99

1. F (The ENIAC project was started ^{in the middle} ~~at the beginning~~ of World War II.)
2. F (~~The American company IBM~~ ^{The U.S. Army} wanted the computer to do faster calculations.)
3. T
4. F (John Mauchly was a ³⁵ ~~21~~-year-old physicist who was interested in the weather.)

5. T
6. T

7. F (ENIAC could do 5,000 calculations per ^{second} ~~minute~~.)
8. T

9. F (Mauchly and Eckert ^{didn't make} ~~made~~ a lot of money from their work with computers.)

10. F (ENIAC was used until ¹⁹⁵⁵ ~~1963~~.)

Using Your Notes, Part B, page 100

Possible Answers:

1. ENIAC was built between 1943 and 1945 at the University of Pennsylvania in the United States.
2. The U.S. Army wanted computers that could do faster calculations without errors.
3. John Mauchly was a 35-year-old physicist. He wanted to build a computer that could predict the weather.
4. J. Presper Eckert was a 24-year-old Ph.D. student studying engineering. He loved to build complex machines.
5. ENIAC filled an 1,800-square-foot room. It had 40 different parts in a U-shape around the room. Each element was about 9 feet tall.
6. ENIAC could do 5,000 calculations per second.
7. After the ENIAC project, the engineers started a company designing, building, and selling computers. They built two new types of computers and worked with computers for the rest of their careers.
8. ENIAC was used until 1955.